The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey[1]. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.
1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

The Administrator Core Survey follows this introduction. Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches
1. Early Career
2. High School
3. IPI School

Administrator Branches
1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. Teacher and administrator modules include the following.

Teacher Modules
1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches
1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.

2016 Tennessee Educator Survey

Tennessee Educator Survey: Introduction

Q1. *Please select the option below that best describes your primary professional position/role during the 2015-2016 school year.
  a. Teacher
  b. Principal of a single school
  c. Assistant principal or vice principal of a single school
  d. Instructional coach
  e. Counselor
  f. Psychologist
  g. Social Worker
  h. Audiologist, Speech/Language Pathologist
  i. Librarian/Library Media Specialist
  j. Central office staff member
  k. None of the above, and my work is ACROSS MULTIPLE SCHOOLS.
  l. None of the above, and my work is at ONE SCHOOL. (Please specify your position.)
  _____

Tennessee Educator Survey: Administrator Core

School Climate

Q2. Please indicate the extent to which you agree or disagree with the following statements regarding about your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff feels comfortable raising issues and concerns that are important to them.	1	2	3	4
b. There is an atmosphere of trust and mutual respect within this school.	1	2	3	4
c. Most of my staff share my beliefs and values about what the central mission of the school should be.	1	2	3	4
d. Administrators hold teachers to high professional standards for delivering instruction.	1	2	3	4
e. Teachers hold each other to high professional standards for delivering instruction.	1	2	3	4
f. Teachers hold students to high academic standards.	1	2	3	4
g. Teachers believe that they are collaborative stakeholders in major school decisions.	1	2	3	4

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Q3. Please indicate the extent to which you agree or disagree with the following statements regarding this school year (2015-16)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff at this school like being here; I would describe us as a satisfied group.	1	2	3	4
b. I feel appreciated for the job that I am doing.	1	2	3	4

Q4. Please indicate the extent to which you agree or disagree with the following statements regarding cultural awareness in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school fosters appreciation for all staff and students' cultural beliefs and practices.	1	2	3	4
b. Teachers receive the supports needed for teaching culturally and linguistically diverse students.	1	2	3	4

Q5. Please indicate the extent to which you agree or disagree with the following statements regarding disciplinary practice in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This school uses a consistent approach with all students when addressing disciplinary issues of similar nature.	1	2	3	4
b. This school effectively handles student discipline and behavioral problems.	1	2	3	4

Roles and Responsibilities

Q6. In an AVERAGE WEEK, how much time do you devote to the following activities?

	None	1 Hour or Less	1 to 3 Hours	3 to 5 Hours	5 to 10 Hours	More than 10 Hours
a. Instructional planning with teachers	1	2	3	4	5	6
b. Observing teachers	1	2	3	4	5	6
c. Coaching teachers (individually or in group sessions)	1	2	3	4	5	6
d. Meetings with or sponsored by central office	1	2	3	4	5	6

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	1	2	3	4	5	6
e. Administrative duties (hiring, scheduling, budgeting, etc.)	1	2	3	4	5	6
f. Parent and/or community concerns or involvement	1	2	3	4	5	6
g. Student discipline issues	1	2	3	4	5	6
h. Working directly with students (i.e., teaching, tutoring, etc.)	1	2	3	4	5	6
i. Monitoring extracurricular activities	1	2	3	4	5	6

Q7. Please indicate the degree of control or autonomy you have in each of the following areas in your school.

	No Autonomy	Some Autonomy	Considerable Autonomy	Not Applicable
a. Selecting teachers new to this school	1	2	3	4
b. Removing teachers/ Teacher transfers	1	2	3	4
c. Establishing student discipline procedures	1	2	3	4
d. Establishing school budget priorities	1	2	3	4
e. Establishing teacher salaries and benefits	1	2	3	4
f. Establishing the school's staffing structure	1	2	3	4
g. Developing master schedule	1	2	3	4
h. Creating teacher leadership roles	1	2	3	4
i. Establishing the school mission and vision	1	2	3	4
j. Evaluating teachers	1	2	3	4
k. Determining the content of in-service PD for teachers at this school	1	2	3	4
l. Selecting textbooks and other instructional materials	1	2	3	4

Q8. Do you have any role in hiring new teachers for your school?

   a. Yes – continue to Q9
   b. No – skip Q9

Q9. Please select the top three characteristics you consider when hiring new teachers.
[Select three]

   a. Ratings from district Human Resources office
   b. Prior evaluation scores

c. Prior student achievement scores
d. Previous teaching experience
e. Intelligence
f. Enthusiasm
g. Content knowledge
h. Graduate of prestigious institution
i. Willingness to take on extra duties
j. Shared racial background with students
k. Knowledge of local curricula and assessments
l. Teaching proficiency demonstrated in sample lesson
m. Other (Please specify)

Collaborative and Instructional Practices

Q10. Which of the following individuals/groups played a major role in setting central priorities and policies in your school for the 2015-2016 school year? (Select all that apply.)

a. Principal
b. Assistant Principal(s)
c. Grade-level team leaders
d. Content area leaders
e. Other teachers
f. Students
g. Other (Please specify)

School Instructional and Improvement Practices

Q11. To what extent do you use the following types of data to track your school's performance over time?

	Not at all	A Little	Somewhat	To a Great Extent
a. Student attendance or absentee data	1	2	3	4
b. Student discipline data	1	2	3	4
c. Students' grades	1	2	3	4
d. Standardized test scores	1	2	3	4
e. Benchmark or formative assessment data	1	2	3	4
f. Teachers' value-added scores (TVAAS)	1	2	3	4
g. Teachers' observation scores	1	2	3	4
h. Students' achievement or other outcomes after leaving this school	1	2	3	4

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Q12. To what extent did your school's counseling staff spend their time delivering the following services to students?

	Not at all	A Little	Somewhat	To a Great Extent
a. Advising students on course selection & developing academic plans	1	2	3	4
b. Scheduling students into requested courses	1	2	3	4
c. Assisting students with college awareness, readiness, selection and applications	1	2	3	4
d. Assisting in student decision-making on accepting admissions and planning for matriculation.	1	2	3	4
e. Assisting students with job placement and employability skill development	1	2	3	4
f. Occupational choice and career planning	1	2	3	4
g. Students' attendance, discipline, and other school and personal problems	1	2	3	4
h. Classroom, large group, school-wide counseling programs	1	2	3	4
i. Consulting/Collaborating with teachers, parents, community resources, etc.	1	2	3	4
j. Other Counseling activities	1	2	3	4
k. Academic testing and assessment coordination	1	2	3	4
l. Other non-counseling activities such as hall or lunch duty, substitute teaching, bus duty, etc.	1	2	3	4

Q13. On average, how many minutes per day does the typical student in your school receive instruction or participate in activities related to the subject areas listed below?

	None	1 to 30 Minutes per Day	31 to 60 Minutes per Day	61 to 90 Minutes per Day	More than 90 Minutes per Day
a. Reading or language arts	1	2	3	4	5
b. Math	1	2	3	4	5
c. Science	1	2	3	4	5
d. Social studies	1	2	3	4	5
e. Music, Art, Dance or Theater	1	2	3	4	5
f. Physical Education	1	2	3	4	5
g. Foreign language	1	2	3	4	5
h. Career and Technical Education (CTE)	1	2	3	4	5

Administrator Evaluation

Q14. How many times has an evaluator observed you doing your job this school year as part of the administrator evaluation process in your district?

    a. I have not yet been observed and DO NOT expect to be observed.
    b. I have not yet been observed but DO expect to be observed before the end of the year.
    c. One time
    d. Two times
    e. More than two times

    *Question 37 is asked only if the answer to Q36 is c, d, or e.)

Q15. How true is each of the following statements about the feedback you have received? The feedback I received so far this year:

	Not at all True	Somewhat True	Mostly True	True	Not Applicable
a. Identified specific areas of my practice that could be improved.	1	2	3	4	5
b. Included guidance on how to make improvements in my practice.	1	2	3	4	5
c. Focused only on the negative aspects of my performance.	1	2	3	4	5

Q16. Please indicate the extent to which you agree or disagree with the following statements regarding the administrator evaluation process during this school year (2015-2016)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The processes used to conduct my administrator evaluation are fair to me.	1	2	3	4
b. I received useful feedback as a result of the administrator evaluation process.	1	2	3	4
c. The administrator evaluation process helps me improve as a professional.	1	2	3	4
d. The Tennessee Instructional Leadership Standards (TILS) and corresponding rubric clearly define what is expected of me as an administrator.	1	2	3	4
e. I have made changes in my leadership practice as a result of the evaluation	1	2	3	4
f. Overall, the administrator evaluation process will lead to better school leadership	1	2	3	4
g. Overall, the administrator evaluation process will lead to improved student learning	1	2	3	4
h. Overall, I am satisfied with Tennessee's administrator evaluation process.	1	2	3	4

State Initiatives

Q17. Please indicate the extent to which you agree or disagree with the following statements regarding the new TNReady assessment?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. TNReady test questions will provide a better assessment of students' critical thinking ability than previous TCAP tests.				
b. TNReady test questions will provide more information about student postsecondary readiness than previous TCAP tests.				
c. TNReady questions will provide a better assessment of students' real-world abilities than previous TCAP tests.				
d. TNReady practice tools were adequate for introducing students to the content changes expected with the new standardized test.				
e. TNReady practice tools were adequate for introducing students to new question types.				

Q18. Please indicate the extent to which you agree or disagree with the following statements regarding Response to Instruction and Intervention (RTI2)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. In our school, RTI2 is intended to address the individualized needs of all students, not just those who are behind.	1	2	3	4
b. In our school, RTI2 interventions are in addition to core instruction.	1	2	3	4
c. In our school, Tier II and Tier III interventions provide students with skills-based learning opportunities.	1	2	3	4
d. Our school uses multiple data sources to track student progress and assign students to different tiers of intervention.	1	2	3	4
e. I feel comfortable explaining to parents/guardians why RTI2 is being implemented.	1	2	3	4
f. I believe that students will benefit from the RTI2 framework for intervention.	1	2	3	4

Q19. Please indicate which stage your school is in regarding implementation of RTI2.

	Not in Place	Exploring	Partial Implementation	Full Implementation
a. Our school utilizes a universal screener or early warning system for all students at least twice per year	1	2	3	4
b. Our school provides a daily time for students to receive intervention, remediation, or enrichment	1	2	3	4
c. Our school has a RTI2 focused data team with roles and responsibilities for each member	1	2	3	4
d. Our school's RTI2 focused data team meets regularly (e.g., every four to six weeks throughout the school year)	1	2	3	4
e. Our school provides training for the staff members who will be teaching intervention	1	2	3	4
f. Our school delivers training to help staff understand the components of the RTI2 framework	1	2	3	4
g. Our school conducts progress monitoring regularly for students receiving Tier II or Tier III interventions	1	2	3	4
h. Our school conducts fidelity checks to evaluate RTI2 implementation	1	2	3	4

Q20. Please select the top two sources of information you have used while implementing or planning for implementation of RTI2.

   a. Tennessee Department of Education
   b. TDOE's CORE Offices
   c. My district
   d. Other schools in my district
   e. Other districts
   f. Teacher-created resources
   g. Self-created resources
   h. Other (Please specify)

Q21. Is there anything else that you would like to communicate to the Tennessee Department of Education? (THIS QUESTION FOLLOWS THE ADMINISTRATOR MODULE AND CONCLUDES THE ADMINISTRATOR SURVEY.)